

INTERVIEW WITH MRS. JANICE BERGSTROM

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Conducted by:

Dr. James L. Dodson

--and--

Miss Paula Boyer

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Dodson: I wonder Mrs. Bosi if you'd tell us your full name and how long you have lived here in the Valley.

Bergstrom: I'm Janice Bergstrom and I have lived in the Valley since 1930.

Dodson: One of the interesting things that has come out is the fact that you were a student at our college. Can you tell us when you were there ?

Bergstrom: Well, it had to be in the early fifties after you'd moved from Van Nuys High School campus. I attended a number of night school classes, yours included.

Dodson: You already had a degree then and then you'd just come to get some extra courses.

Bergstrom: Right, it would broaden my educational experiences.

Dodson: Do you remember who was president at that time?

Bergstrom: Dr. Kirsiy.

Dodson: Do you remember what courses you took at Valley and the names of any of your instructors?

Bergstrom: I had ancient history and history religion or man's religions, which ever was called from you and I had a literature class from Dr. Bloomberg, a philosophy class of Mr. Prismon and I can't remember the others.

Dodson: Can you tell us anything about how our instruction might have differed from that in the four year institution that you went to ?

Bergstrom: Oh, having graduated from UCLA the classes were larger. They were less intimate and less informal. I think perhaps I enjoyed more my experience with the Valley.

Dodson: I see. How did the quality compare in the instruction. Of course you were taking lower division courses at Valley, so you can't really compare except with lower division courses of UCLA, if you remember those.

Bergstrom: ...and the fact that I was taking classes that I wanted to take rather than classes that I had to take to meet graduation requirements. I approached the classes with a different point of view and perhaps that's one of the reasons why I enjoyed them more. I can't say it's the content. I know at the time that I thoroughly enjoyed all of the classes.

Dodson: At the time that you were there we had no permanent building, is that right?

Bergstrom: All the classrooms and administration etc. were temporary bungalows.

Dodson: You remember the bungalow that was the administration building, which is now our museum?

Bergstrom: I'm sure, I must have been in it.

Dodson: I expect you were. We also used one of the bungalows for registration, which was just behind it. That one is still there too, if you remember that at all. Well, we are going to ask you a few more things about the Valley itself, unless you can think of something about our college that you'd like to add beyond what we've asked.

Bergstrom: Off hand I can't think at the moment of anything that you probably don't already know.

Dodson: Well, I'm always interested in getting someone else's impressions, which are not always the same as mine. We see from different angles, different points of view in the classroom.

Bergstrom: Yes, I was there listening and you were talking.

Dodson: And I have to admit, I love to talk. I don't know if you loved to listen. Paula, do you care to ask a question about that on differences between your impressions and that of one of our students of the fifties?

Boyer: No, no, I'll stay home, out of school.

Dodson: Right, well then let's come back to the Valley. Did you get your elementary education here in the Valley?

Bergstrom: Yes, I went to Carpenter Street Elementary School which is still there. However, when I attended, it was a very small school, bungalows, no permanent buildings, a very rural school. There was a creek that ran through the school campus actually. There was an agricultural area we were...[?]. In those days, we had all kinds of interesting things. We even had music, we had an orchestra. We had art. The classes were two either in each one. So, first and second, third and fourth, fifth and sixth grade. And I know the principal even thought classes. We certainly learned our fundamentals. We had many extra-curricular activities. I can remember one project in social studies about the international date line in having all kinds of... a party kind of thing, so that impressed me, that particular point. Something we were studying about the Far East, crossing the Pacific. When I left there culminated, we were 99 students in the whole school. I can remember in the thirties, it's snowing and all day long we'd play in the snow. I think I ...[?]

Dodson: Do you remember the names of any of your teachers in elementary school ?

Bergstrom: Oh, I can remember the principal's name, Miss Hardman...

Dodson: Fine, we'd be glad to record those names.

Bergstrom: ...and Miss Stricktland, who was strict, Mrs. Junkie (sp.?) I knew her quite well, because her son and I were the same age. And he, by the way is an administrator with the Board of Education in one of the area offices. So, you might look and see whether the Jundies are still alive or not. Those are the only teachers that I can remember by name.

Boyer: ...(words not distinguishable)

Bergstrom: Yes, that's right. You know the teacher spent some other

with the first graders, some other time with the second grade, some other time with the whole class. In groups we do today, except that we were two years in the same classroom.

Dodson: Now you told us you have two daughters. So you are in a position to compare their elementary education with yours. What differences did you see as they were growing up?

Bergstrom: Oh my! The curriculum is much more advanced in all of education as far as I'm concerned. I don't know, whether I'd go to a high school today. The classrooms were much larger, much too large. I don't ^{think} either one of them in elementary school had less than thirty-five in a class at any time.

Dodson: Did you feel that they learned more slowly than you did on account of that?

Bergstrom: It's hard to say. I think they cover far more subjects areas now. We were, what ever we were doing we followed and we didn't break up into. we're going to spend this twenty minutes in math, this twenty minutes in grammar. If we were working at a project, it might have taken the whole week, whereas now, it's broken up. We have to learn those Spanish (?) here and we've got to go out for P.E. When we got tired, the teacher took us out for games. It was not a set schedule and you did not have to worry about somebody else using the playground.

Dodson: It was less formal than right now.

Bergstrom: Although, I think in those days the students had more respect for the teachers.

Dodson: We were going to ask you about that. Whether you have seen something like that.

Bergstrom: Oh yes, absolutely! I mean what the teacher said was it, and maybe that's bad because there was not the opportunity

for the questioning mind to express itself, but today you better prove it.

Dodson: What do you think of possible changes in disciplineas between them and...

Bergstrom: No comparison! I can remember the teacher throwing erasers at the boy in front of me. He ducked beautifully and I got hit in my face with the eraser, and if you didn't behave : paddled. The parents were informed. Oh! You were in trouble. Call parents today, it's your problem.

Doson: So you feel in that way there has been a deterioration through the passage of the time.

Bergstrom: Yes, I certainly do, there's...The discipline is a huge problem today.

Dodson: That has been the impression of the other people that we've interviewed too. Ah, in fact, the further back we go in our interviews with older and older people they speak more and more of how strict it was in their day, and they don't seem to think it's very strict anymore in comparison.

Bergstrom: I think I'll(?) agree.

Boyer: Well, there's a different problem there, because like you can't be that strict.

Bergstrom: That's right, there's no way.

Boyer: You can't tell them discipline either.

Bergstrom: It's not the same world, times have changed.

Boyer: Do you think that....Do you think there should be more discipline in the school or would you like to have a authoroties, so that you could teach them, 'cause you find that you come up against like a wall, because...(?)

Bergstrom: But I don't know what the answer is. I don't think corporal punishment is the answer and if the parents don't care, where do you start?

You can gain the youngsters, it takes a while to gain the youngster's respect and to instill upon them the interest is in the mind to improve themselves and wanting to let them.

Boyer: And you don't have the time.

Bergstrom: You don't have the time; the classes are too long.

Boyer: There 's a definite problem here.

Dodson: Then you would have gone to junior high and senior high in the Valley too.

Bergstrom: Yes, I went from Carpenter to North Hollywood High School which was a six-year high school. And, being a midterms we went in February. That was when we had two graduation classes a year. And I was there for a year and a half and then they built what is now Walter Reed Junior High School which is called North Hollywood Junior High School. So we were moved to the junior high school as A1(?) in the eighth and we were there for a year and a half and then went back to North Hollywood High School where I spent three years. And I went from there to UCLA.

Dodson: You think the curriculum has changed much in the high schools since you were there and of course now you have a basis of comparison, since you are teaching in high school.

Bergstrom: I think that what we had here in the Valley on education was excellent and I was very well prepared on university level. I was going to Berkeley, I had been accepted, but then my brother was killed in World War II, so I decided to stay here, but there are more elective classes now. We did not have the choice of teacher or class if you are an academic major. There is a problem. They call you in once a semester and this is what you are going to take next semester, not what do you want to take. You follow the program that was leading to your preparation for success at the university or college. Now you can take almost anything. At any point the sequence is poor

You take what we considered senior courses in tenth grade. They are not prepared and not mature. They don't get things out of the courses they should; The kids are brighter; they know more than we did; they've been exposed to more; the courses have advanced. I would say freshman classes that I took at UCLA are what we're teaching in high school now.

Dodson: But the university is complaining that so many of the students coming up can't really read and write. You feel that that is a legitimate complaint?

Bergstrom: I think that's a very legitimate complaint. Now my children, I thought, had an extremely good background in English, but all the youngsters didn't. If they had a teacher who really drove at them and they really learned their fundamentals they have no problem, but if they slipped by they don't have the background. They don't have the fundamentals.... How can they write a sentence? How can they put a paragraph together? Perhaps they know more about literature than we did. Maybe they can analyze better, but I don't think they can write as well and I'm not too sure.... They express themselves; I don't know how well, but they express themselves.

Dodson: Perhaps with more force than elegance.

Bergstrom: Yes, I encline to that.

Dodson: There is one contemporary Valley problem that I am sure the future is going to be very much interested in. I am going to ask you about that. And that's the question of bussing. You care to say anything about the attitude of either of yourself or of your colleagues on that subject?

Bergstrom: Having been number two lottery to leave my school this year and number one went and number two stayed. I know the feeling of having to leave a place you've been a long time. I think that bussing is a problem in an area that's as large as ours. I think if it could work

voluntarily which they tell us is never done. We have the bus busing in our school. We have no problems with the bus problem, with the TWTs [?] . They have assimilated. They handle themselves in an academic manner although we have a large proportion of Mexican-American students as well. So we have really a good mix at our school. The parents in the community are obviously against having their students bussed in the inner city for many reasons. Some which have no basis of fact. It's a lot of money. And to me, I would like to see the classes cut to about twenty in a class and educate the kids with that money.

Dodson: I noticed that the Mexican-American community in East Los Angeles has been quoted to say they'd much rather have the schools improved in East Los Angeles than have their children sent all over the city. You feel that's a reasonable attitude?

Bergstrom: I think that's just as reasonable as the. [?][?] They have.... The community has become interested in their education in East L.A. They have in many of the schools... they have a lot more community response and parental help, and it's now important that their youngsters get an education. Before they did not care whether they went to school, they had not the background. And they do don't want their youngsters to spend two, three hours a day on the bus when they could be studying. And they are afraid how they'll be accepted in other schools. And I can understand that. And those parents that are working in a school, are they going to want to work in that school and their youngsters ~~not going there anymore?~~ ~~They are being~~ bussed away? It's not an easy answer and then certainly not up to me to come up with it.

Dodson: Have you felt that the parents you come in contact with object to busing to the extent that they might take the children out of school altogether and put them in private schools?

Bergstrom: I've heard that from a number of parents.

Boyer: How do you decide what children to bus?

Bergstrom: Who knows? Nobody knows. The bussing all at this point has been voluntary and it's only been the blacks bussed into predominantly white schools on a voluntary basis, and the youngsters at our school travel an hour, to an hour and a half, one way. So it's really a sacrifice for them to come out here and they feel, their parents feel, at any rate that they get a better education. The particular school, they are supposed to be going to is not giving them the education they should be getting. In fact I had one youngster who left in ten weeks and said: "I'm going back to my school. I'm supposed to go to, but if I don't get the kind of education that I think I should, I'll be back. But it's a long ride on the bus, and I'm just too tired every day."

Dodson: Do you have any white children from the Van Nuys High School going to the inner city schools?

Bergstrom: No, there's no bussing the other way. There is no voluntary bussing the other way. All the bussing that's voluntary this year and the previous years has been black moving into the anglo schools.

Dodson: I see. How do your colleagues feel about possibly being transferred to the inner city?

Bergstrom: Well, the one who was transferred, very unhappy. She was transferred from a high school to a junior high school, was transferred from French into English, and I thought this was very unfair. After her hearing, she was then transferred to a high school teaching French, which helped. I have heard from a number of people that they have better working conditions, that they had tremendous cooperation, that the kids are very cooperative but that that ride is just killing them.

Dodson: Well, of course for a long time, I think, it had been the policy of the city. When assigning a person in one area

to keep him in that area, so that he'd buy a home and would expect to stay there automatically. So it is quite a drastic change.

Bergstrom: And if you are involved in the community at all, and you are spending all that time on the freeway, something has to go. You are not going to be able to continue your community endeavours.

Boyer: ...[?]....

Bergstrom: That's right.

Dodson: Well I think the future, as they listen to these tapes, are going to be very much interested in what our attitudes really were on this particular subject, hence the line of my question. Only the future will tell.

Bergstrom: Only the future will tell.

Dodson: No Now we have quite an interesting proposal from the Board of Education to set up these cultural centers, I believe for a nine week basis. What reaction have you found to that proposal?

Bergstrom: I wonder how much planning is going into what this nine weeks is going to consist of. I've heard and read, that some will be at schools, some will be in businesses. What happens to the course contents of whatever it was they were working on at their parent school during those nine weeks. I think the experiences could be valuable depending on how well they are planned, but it's going to be right down to the line in September, before anybody knows what's going to happen and how much planning can go in. There have been a number of programs and my younger daughter was involved in the [?] program when she was in elementary school. And they were paired with an elementary school that was predominantly Mexican-American. Most of the youngsters didn't speak English. And they met once a month. The two class rooms met together. Each had a bus, and they would either meet at the school, either school, or they'd go some place together. And they had

some fascinating experiences and the first day my daughter came home, she said, "Mother, they are different!" And I said, "Is different good or bad?" She said, "Well, neither one."

Dodson: I think, that was a very good answer.

Boyer: Yeah, that's true.

Dodson: Paula, do you have any question along this line?

Boyer: No, none, none whatsoever....[?] I just seem, it just seems that it's your idea to go back to our smaller classrooms, where the kids have a chance to learn more, 'cause I think they are exposed to more now. Probably to the mass media, but it seems like they are losing out on a lot of quality, and they have a lot of quantity but ~~they don't~~ they don't have the quality. And loss of the uniformity in the class room, in a class, in a graduating class let's say. So you are right, there is no answer to anything now. I mean, we just got to try different systems.

Dodson: Now, you've told us, that you teach physical education. What sort of reaction do you get from the girls in your classes? Do you feel in your classes that they show more respect for the instructor than they might in a strictly academic class? Do you think there is any difference there?

Bergstrom: Oh, there is considerable difference. The different environment, I think of it as a laboratory experience rather than a classroom. There is no comparison, of course we are integrated, too, in that we are integrated male and female. Under Title IX we may no longer have just girls or just boys.

Dodson: Now, that was not the case when you were in high school.

Bergstrom: That's right.

Boyer: I know, when I was in high school.

Bergstrom: No, this is very recent and within the last two or three years, mandated that you may not close a class to either

sex. Must be open to all sexes, both sexes.

Boyer: Do the kids do that? Do they sign up?

Bergstrom: Yes!

Boyer: Do they sign up? No, they are still...or....You said...
Do they sign up now, or do they just get in?

Bergstrom: Well, this semester it was....Should be interesting this
coming semester, because the counselors programmed all
of our students in their classes. And the first time
since I've been at Van Nuys in those twenty some years
since that ever happened. The youngsters have always
had their choice.

Boyer: You are kidding, 'cause I never had a choice in anything.

Bergstrom: No, I did not either!

Boyer: No!

Bergstrom: But this time the counselors....They gave....They had
them list their priorities plus the classes they had to
have, and they told them no teachers, and they just assigned
them. And supposedly in our area there were assigned
an X-number of boys, an X-number of girls per class.

Boyer: So you don't know how to mix....[?]

Bergstrom: Provided they asked for that class, archery or tennis or
gymnastics and....

Dodson: Has this made any difference in the teaching or in the
approach to the students in your opinion?

Bergstrom: Oh, I love it. Since I have had girls for so many years,
it is delightful to have the boys. Ah, in many ways
I can understand some of the boys that are in my class
at this semester. They would not make it in a class that
was all boys. They would be lost in the shuffle, whereas
they are accepted by the girls. The better athlete male
works up to capacity, because he wants to show up in
front of the girls. The girls don't want to goof off,
because they don't want the boys to see them not doing
well, and I find it has improved the quality of learning.

Dodson: Well, that's good then that we have this integrated approach. Have any particular problems developed as a result of it.

Bergstrom: Oh sure! The boys want to go in the girls' locker-room.

Dodson: I'm afraid the ^{male} has not changed much with the passage of time. So we found one thing at least that has remained constant in life.

Bergstrom: . . . [?]

Dodson: Does not work the other way around though. Not

Bergstrom: Not that I know of. I haven't heard of the other end whether or not they have had any girls there.

Dodson: Do they make a big issue out of that sort of thing as they might have in the past, or do they sort of pass it off? What is the attitude?

Bergstrom: . . . [?] It's more easy going, and none of these things seem to be as big a problem as it was years ago.

Dodson: I think, that's probably true that we don't make such big issues out of things that might have seemed....

Bergstrom: It's a healthier attitude I think.

Dodson: Yes! Now, that takes me to something else. Frequently in our interviews we ask some of the very elderly people that we interview about such things as narcotics when they were in school, and of course they at once answer there's no such thing. How would you answer that at the present time?

Bergstrom: Well, when I was in high school, there certainly was a lot of drinking. if you want to classify that. There was the crowd who did a lot of drinking and I realize that now we have a tremendous teenage drinking problem. But there was that group even in those days. I don't recall any narcotics whatsoever. I do know that we have had a very severe narcotic problem at our school which seemed to end four or five years ago. There was a time

when every day I know that certain students in my classes where out of it. They were on something.

Dodson: Is that right?

Bergstrom: Every day.

Boyer: That was the sixties, right?

Bergstrom: And now it's a very rare time, when you have that feeling that somebody is not all quite together today.

Dodson: So you really feel, there has been a decline then in the use of narcotics by high school students?

Bergstrom: I don't know whether there is a decline or whether they use it differently. Ah, certainly not to the excess that it was used. I assume there is probably still a great deal of pot smoking, but whether or not they're as popular as many pills or combining things. I haven't heard of any of our youngsters on L.S.D. recently.

I know we had a number of cases of hallucinations right there in the class.

Dodson: Is that right?

Bergstrom: Oh yes! One girl wanted to commune with the sun without any clothes on. When she was finally several days later returned to the school she said all the faces ran in colors and....

Dodson: From what I've read, I thought maybe the use of narcotics had declined to some degree and particularly L.S.D. I had not heard much about that.

Bergstrom: I see no evidence anymore. I haven't.

Dodson: You think drinking may still be a problem.

Bergstrom: Oh, I know that it is still a problem. Discounting a little bit of what the youngsters say, because I think they overexaggerate as probably our generation did too.

Dodson: Of course, when this tape is played back a thousand years from now, they will wonder or not you had any intoxicated students in class. How would you answer that?

Bergstrom: God, now I think at the end of the semester, semester-break, particularly graduation time in June we have the

graduates coming here back with a hangover the next morning. Just to show that they can still walk, but in class - no ! I would say that drinking is pretty much restricted to weekends even. That very little during the week, but sometimes it's like all weekend bash. At least from hearsay.

Dodson: You have any other behavioral problems that you feel are more typical of 1977 that they were of 1937 or '47?

Bergstrom: Oh, we have a language problem now that we did not have. We had a number of Mexican-Americans in the Valley and Japanese when I was in school, but we did not have the Mexican-Americans who did not speak English. And we have in our school a large number of students who are not proficient in English, who speak very little, understanding more, but speak very little if any English.

Dodson: What are you doing about those particular people?

Bergstrom: We have a strong ESL-program or we have a program and I think they are going in the right direction, but it takes time.

Dodson: You have bilingual instructors then for those people.

Bergstrom: Yes!

Dodson: And the classes would be conducted in a bilingual way for their benefit?

Bergstrom: Well, they are in special classes. I do believe they are grading one, two, and three, and when they get to three then they are put out in the regular classes. They can handle the reading and rule matter in English. A first year ESL-student really speaks and understands no English, and depending on their desire and depending on how they are exposed other than in school with English, they move along the line. And a student may go through three years of high school and still be ESL one, not really able to go into a regular class and understand comprehend what's going on. Now these people are put out into physical education

because sign language, and somebody in the class can interpret this kind of thing. Sometimes they are even put in math classes, because they can handle with a little bit of instruction and symbols that can translate concepts and certainly number relationships. But to put them in a science class or a literature class; this until they can read and understand.

Dodson: I see! One of the problems we read a great deal about is vandalism. Do you have much of that on the high school ...[?]

Bergstrom: Yes, too much! The painting on the walls has been cut down. We had trees cut down on the weekends; we had of course windows broken, water turned on. Nothing of major proportions recently, but we've had far too much vandalism in the schools, and it's expensive.

Dodson: Yes !

Bergstrom: It's terribly costly for the tax payers and the schools suffer when this happens.

Dodson: I think it's true that the sort of insurance policies the school carry have a very large deduction, so large that usually they can't collect much. How would this compare with vandalism when you were a student or is there any comparison at all ?

Bergstrom: I have no recollection of any vandalism when I was a student. We had respect for the school. I don't think that all vandalism that occurs on schools are caused by students today, but I don't think there was any. I don't remember any, at any time. There were certainly breakins for the purpose of burglary. That...

Dodson: Yes, that's a little different situation.

Bergstrom: Right !

Dodson: Did you have any cases of arson as we did at the college?

Bergstrom: No!

Dodson: Or was that... That was confined...

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Dodson: We were asking you about arson, and you told us that was not a problem on the high school-level. Can you think of anything that would be a problem somewhat along those lines that we have not asked about at all? Do you have any sort of problems that might differ from the ones that I would be familiar with in college?

Bergstrom: I think the biggest problem perhaps in at least our faculty came up with this answer last year when we had an incident, was the fact that many students who were wandering the campus, not in their classrooms. And we instituted [?] a program which did get the youngsters back in the classroom and I think this saw [?] has solved a number of our problems. Can't do much if the student's not there. Parents think the student's in class and the student's either wandering on campus or off campus someplace. And this was, at least our staff thought, one of our big problems, and I think that has been pretty much taken care of.

Dodson: This reminds me of a complaint in my area. I live in La Crescenta. The neighbors are continually complaining about the La Crescenta High School on the ground that the students during the noon hour are throwing things on the grounds of the neighbors and creating general

havoc and so forth. Do you, have you had any in Valley schools, specifically at Van Nuys High?

Bergstrom: Oh yes, we had a pretty much closed campus for a long time, which the youngsters say is prison. We also explained that they are protected from people that don't belong on the campus, the pushers and the undesirables. At this point any youngster may leave at noon with a pass and any youngster may get a pass, and go off campus and then... And I'm sure that some of the neighbors have not been too happy about the youngsters loitering in front of their houses and smoking their cigarettes and flicking their cigarette butts on their property.

Dodson: This apparently has been the situation in La Crescenta where there is an open campus. Apparently we also have had some of the problems you mentioned of drug-pushers and that sort of thing approaching the students. That has been a problem here too.

Bergstrom: Yes! That we have had very good police surveillance. We've had very good cooperation. The youngsters have a good working relationship with the police department, most of our youngsters, and some of them know them quite intimately. We've had good P.R. with the police department. In fact one young officer is teaching classes every day on our campus, two or three classes a day for the entire twenty weeks. And we have a nice rapport so that they think more of the policeman as someone who might help them rather than someone who is hassling.

Dodson: Well, that's good, because I think in the past they sometimes regarded it the other way around.

Bergstrom: Oh, absolutely!

Boyer: You know we had... This is not a question, but we had an open campus in the past when I was in high school and whenever the neighbors got around to complain about kids

throwing things on the lawn etc. loitering, they had a... like a check-out patrol that would watch, and you got your pass suspended if you threw anything down or if you loitered around they destroyed your pass, because you can't...[?], but they just went above their heads and said ...[?]. They did not do it all the time, but just checked on occasion.[?] That's what they did, I remember that.

Dodson: We wanted to ask you next about what sort of social life you had as a teenager in the Valley. What were the favorite forms of amusement when you were in high school say?

Bergstrom: When we were in high school, of course the Valley had started to grow by then and we had more available. There... most of my circle of friends' recreation activities were involved in our homes, and the parents set parties for us. We had the park. North Hollywood Park was the only park for a long time out here. We did not have the community parks where you ^{had} club houses and facilities for the youngsters to go to. There were certain teenage restaurants, soda or fountain kind of things that were hang-outs for the kids, with a juke-box. As far as dance halls, that there was one place what is now Studio City there was a hall built which had dances for teenagers, but there was nothing too much organized. And we were already sponsoring groups that saw to it, that the kids had something to do. Always up to the community and the individual areas.

Dodson: What ~~the~~ years would that have been, when you were in high school?

Bergstrom: That would be in the late thirties and ~~forties~~. And well, ~~forties~~, I graduated in '44.

Dodson: Were dances then the favorite type of amusement?

Bergstrom: Yes, we had school dances. The school had a lot of outside activities. We put on plays, and musical productions, operettas, a lot of social life evolved in school.

We had dances, and fun kind of things, sports nights affairs, and things for the kids to get together.

Dodson: Were the beaches popular at that time?

Bergstrom: Yes, the beaches were popular always, and we were never that far from the beaches. Provided somebody had a car the beach was available.

Dodson: Of course at that time you had the P.E. also, the Pacific Electric, the red car.

Bergstrom: Yeah, we had the red car, but that was a long way on the red car.

Dodson: See, you would have to go from here to Hollywood and transfer. Would you not? Do you by any chance remember what the fare was?

Bergstrom: Oh, maybe a dime.

Dodson: When you say that, it makes us regret the end of the red cars, although I'm afraid the fare now would be a lot different from that, if they were still here. You remember World War II of course then. You were in the Valley. World War I was somewhat before your time. You remember what you were doing when you got the news of Pearl Harbor and how you reacted to it?

Bergstrom: Very well, we had come home from church and we stopped at the gas station to take gas and the gas station attendant told us that Pearl Harbor had been bombed by the Japanese. It was a beautiful day here until then, and we all dashed home. I'm sure anyone who heard was out and sat by the radios. It was before the day of television waiting to find out further news.

Dodson: Did you take any part in the war effort in any way?

Bergstrom: Yes, I did. I was active in a volunteer group which was called the Womens Ambulance and Defense Corps. And we serviced ...there were search light batteries along the hills of Mullholland. And we serviced the batteries and we transported men from Birmingham, which was the

hospital to Santa Anita and then sometimes to the bases down south. That was while I was in high school, and we also picked crops. I can remember picking tomatoes, and being released from school to go pick tomatoes. And I remember also working in our defense plant right here. And they released us from school also to work at Christmas, before the Christmas vacation, because there wasn't enough labour for us and they needed the youngsters. So they let us out from school, because there were...

Dodson: Was there any anxiety for fear California would be bombed or anything like that.

Bergstrom: Very much though. We had the blackouts, we had... we lived at this house at that time. We'd moved from [?] Studio City and we had blackout curtains, particularly in this room. We had this room blacked out very well. And there were air-raid wardens. There was a rumor. Now, we had a number of alerts, and everything had to be blacked out, and the sirens would wail, and one night there were all kinds of flashing lights. We never did hear the end of that and somebody sometime along the line I've heard since that there was some Japanese something, balloon or whatever, that was shot down over the hills and out toward Sepulveda.

Dodson: Yes, I think there was the story that we had something that no one has ever been able to figure out what. The Japanese have stoutly denied since the war they haven't had anything over California. I think the latest theory is that it's someone of our own pilots, who is so embarrassed of the furor he caused, he never would admit it.

Bergstrom: I would not be the least bit surprised. And I know one of the things that really bothered me as a student is we had a lot of Japanese students and a lot of Japanese living out here and a lot of my classmates were

Japanese, and we had a Japanese gardener. And I think one of the hardest things was when they relocated these people. As a youngster I could not understand why these people were taken away from here.

Dodson: You did not personally feel an animosity against them.

Bergstrom: Not at all. No, I did have a teacher that was very much against them. He had a brother who was an admiral in the Navy, and I can understand that looking back now. I did not at the time as a student, but it was very uncomfortable in his class until after Pearl Harbor until the Japanese students in class were removed to another place. He made them feel very uncomfortable. And we all thought antagonistic towards him, because they were our friends, and we've gone to school with them for a number of years.

Dodson: You did not feel then, that there was antagonism on a personal basis between the students that weren't Japanese in descent and those who were.

Bergstrom: I never evidenced anything of that sort.

Dodson: This is rather interesting to us, because we haven't touched on this in any previous interview and against it'd be something that is interesting to other people to find out about. Did you feel that the population, the Anglo population in general, in the Valley was angry at the people that were of Japanese descent as aside from the school group?

Bergstrom: I don't have too much way to judge, but I was never aware of it if that was the case.

Dodson: There was the feeling then, that they were being persecuted or prosecuted unjustly.

Bergstrom: Yes!

Dodson: I see. Well, I am very glad to make a record of that, because as I say, it has not come up before, and I'd wondered about the attitude toward it. That brings up the whole question of minority relations in the Valley.

In your recollection has there been any minority troubles, any bad feelings since you've been conscious of Valley-history?

Bergstrom: Not when I was a youngster. I had a number of Mexican-American friends and the Japanese, and I can remember I had a very closed friend that was a Filipino, but I don't recall that we had any blacks living in the Valley when I was going to school. I had grown up with blacks in the house so that was not a problem. I know that we have had race problems since then, but as I was growing up, I don't know of any. I'm sure that there was discrimination against them in Mexican-American labours, economically at least, but I was more...

Dodson: Would you say that there is any racial tension in the Van Nuys High School at the present time or would you care to comment on that at all?

Bergstrom: Oh, I'd be glad to comment. We had, what was termed a riot, a little over a year ago which fortunately no one was seriously hurt, but it was a milling of a huge number of students with racial overtones. Three separate groups, Anglo, Black, Mexican-American, and because of that often when a situation becomes bad enough we find some solutions, and since then they have developed a number of programs which have had marvelous results. All incoming tenth-graders go to a human relations course for ten weeks, and they tell it just like it is. How does it feel to be black? How come you can't speak English? Why you live in that slum? And it's a tremendous interchange and exchange of feelings and thoughts....[?]

Dodson: You mix up the three groups in each class?

Bergstrom: ...and we have had tremendous results in understanding. You may not like me any better than before, but you may understand why I feel the way I do.

Dodson: It does sound as though it would be a very progressive type of approach, and that it would get results. I did not even know they were doing that.

Bergstrom: And they take isolated group, they take special groups. We just had a group that went to camp for two days, Thursday and Friday of last week. Some good students, some bad students, with bad attendance records, "Bad students ...[?] of quote because they don't go to class to come away to camp for two days with mixed races of combinations of fluid in English not, Orientals, Vietnamese who barely speak English. All groups identifiable and they come back just... They can't say enough of their experiences. They are living together, they are communicating as best they can, and they learn to understand one another.

Dodson: And now the students that are being bussed there at the present, they are all voluntary?

Bergstrom: Yes!

Dodson: I see.

Bergstrom: No, there are...all the bus...yes, all the bussing in. There are black students to live in here, and Mexican American students who live in the area and Oriental students who live in the area.

Dodson: Well, we've been talking about ^{some of} your experiences as a teacher. One of the things we have down on our list to ask people about are their reactions to such things as earthquakes. How do you recall the '71 quake? quake?

Bergstrom: '71 quake? I was working. I was working at night at Eastman Kodak, graveyard shift. That's the one that was in August.

Dodson: No, February.

Bergstrom: Oh, the Feb. of '71 quake, oh! '71 quake! I was standing right there fixing breakfast and it start to shake, the lights dimmed. My mother was sitting on the couch reading the newspaper and played[?] above the couch and hither and she screamed. The youngsters were

asleep and they woke up with the scream, the lights went out. I got as far as the next door, and I yelled stay in the doorway as they came running out. I came and I realized the stove was still cooking my eggs so that we still had gas, so I lit candles. And my next door neighbor came in the backdoor and I said, "How did you get in the door?" We have a wall that separates the two houses. He said, "The wall's down, it fell into our house!" That was the '71.

Dodson: Did you have much damage to your house?

Bergstrom: No, none. No structural damage to the house. The damage that occurred here was all going to their house and of course we replaced the wall with a gate between.

Dodson: That's pretty much the conclusion that I've reached about this area. The further north we go, the more hair-raising stories we get on what has happened.

Bergstrom: That was the first time after many many years of earthquakes I have experienced here that I heard the roar.

Dodson: Well, I have heard lots of arguments between those who claim there's no sound, and those who claim there is a sound. Now, I think there was a sound.

Bergstrom: I know there was a sound.

Dodson: I'm definitely on the side of those who claim there is a sound after having gone through that.

Bergstrom: One of our heavy after shocks there was a sound. A week or so, whatever it was, but that's the only two times I have ever heard the sound.

Dodson: Well, that's true with me too. Apparently it takes a fairly strong quake in your particular area to give the sound, but I don't question at all that there is one. If it's a strong quake anyway.

Boyer: What happened with some of the other quakes?

Bergstrom: Oh, the one I was thinking or asking about must have

been in the fifties and it was at night.

Dodson: Was that the Tehachapi quake?

Bergstrom: That was the Tehachapi quake, and I was in Hollywood. And someone came...first we lost our lights, and, as I said, I was working in there. And then the light...the emergency generator came on and they evacuated us to the basement which was very brilliant because there were huge vats of chemicals for the color process. I said, "This is not very smart, I think I'd like to go some place else!" But people managed to call out and hear that the chimneys had fallen and this kind of thing, so I stayed at work and finished the work and came home and there was no damage, you know. But there was...lines had fallen in Hollywood.

Dodson: I've been amazed to find that some of the people who lived here in 1906, felt the San Francisco quake, and I didn't imagine that you could feel it this far south. But they reported they did, and of course they felt the Long Beach quake very strongly.

Bergstrom: Oh, yes!

Dodson: But I suppose the Sylmar quake is really the one that is historic as far as this Valley is concerned.

Bergstrom: That's certainly the largest one in the [?] area, but I would as far as catastrophies are concerned, I... growing up the biggest problems were floods.

Dodson: That's what I understand that there were very severe floods in the Valley.

Bergstrom: Very severe floods.

Boyer: ...[?]

Bergstrom: Well, the drainage is of course is traditionally in the Valley has been on the surface, and we have so much of the surface that is pavement now. The '38, '39, somewhere in there when we had big, big flood.

Dodson: You recall that...[?]

Bergstrom: Oh, extremely well. My father was a director of photo-

graphy and he was due to ^{take} a great number of pictures of the flood damage and it was extensive, but the Army Engineer Corps had channeled the river bed, the Los Angeles River, in a very thin sheet of cement on wires. That's what I remember, and the force of the water just buckled all this, and it backed up water in many places, and water cut new channeles, and distroyed homes or washed them down into the river bed. But part of the problem was in the big boom of building in the Valley, that many, many homes would build more wash beds, and when the big rains came, where would the water go but its traditional course? And of course it picked up the sand and sand was in these...the homes were filled with sand, to the window sills, above the window sills and homes were down in the channel, over Tujunga, the wash that goes through North Hollywood Park. A number of homes were distroyed there, were dumped into that wash. The foundations were eaten away, the ground was eaten away, and the homes were erodeded and down to the bottom of the wash. The neighbors...a neighbor of mine, a very good friend of ours...the woman was pregnant when she was evacuated to North Hoollywood High School. Her home was threatened, they lived on that road, but the wash, switched and didn't cut it. ...[?]

Dodson: Oh, was that the last big flood in Valley history then, or have there been...

Bergstrom: That was the last big flood. Now this particular area here is a low spot, and we have been flooded here steadily 1941 and 1943. We have water rushing through between the house and the garage and ~~we~~eroding big canyons in the back, finding a source to the river, for drainage.

Dodson: It hasn't been ...[?] to damage your house itself?

Bergstrom: Never gotten in. We've had three times been flooded, but the water has never gotten in the house. We have an old

type heating arrangement which is a floor furnace and the floor furnace has been put out and... no heat, but in the '38 flood we had no heat, water, lights for a week.

Dodson: Is that right?

Bergstrom: We were evacuated. The Laurel Canyon Bridge was undermined and finally they said we could use it. Now, we lived on Rhodes Avenue and there was at that time a bridge there. It went. The Whitsett Bridge went. These bridges were washed right down.

Dodson: Now, I would imagine the flood situation as of the present time has pretty well taken care of. It has not been a problem.

Bergstrom: Oh, I'm sure. The channels are very efficient in getting rid of the water, and any water problems are basically local. This has been a local problem here for years. There was just poor engineering. The water should have gone down Fulton to the river, instead it went down Fulton, turned down Moorpark, came through the houses and apartments there and came through this way. This is poor engineering. There's a water has to go some place into a surface.

Dodson: Yes. Well, that problem then, seems to be pretty well solved. Do you worry anymore about the forecasts we get of the major earthquake coming. Does it bother you at all?

Bergstrom: No, not at all. I'm sure we gonna have a big earthquake, but I don't really see that we gonna end up in the ocean. If it happens, I guess I won't really know it.

Dodson: We haven't been able to find anyone who's really alarmed about that in spite of what we are told that a major quake is on the way. So I guess that's not a really important point for most people living in the Valley. Well, we have some other things down here that we are wondering about. For instance fashions as between the time when you were in school and now. What do you think about the changes? Good or bad?

Bergstrom: Well, I think lots of change is good. Now, I think some is bad. I was not ~~one~~that's too fond on the mini, mini skirt. But I'm female.

Dodson : Now, I don't know how to take that. I don't know... Paula do you think she is inferring that I would be enthusiastic of that?

Bergstrom: About what? I think there are more... clothing certainly is more functional. I sometimes wonder if we've forgotten what it is like to dress up. But then again I think I see a change now. The studied dirty look that took hours to prepare for isn't there anymore, thank heavens.. I find the students are neater and much more concerned about their appearance. The sloppy era is over for a while. I'm sure we'll go back to it.

Dodson: Now, I've noticed when I show people some of the pictures I have collected of our students of the 1950s, they invariably make remarks about the dresses or something ...[?] Do you feel that those were as compared to the ones now ugly?

Bergstrom: Oh, they wore a beautiful thing then. I have never felt that a skirt that hit middle calf was attractive for a woman, and I think the nice thing about styles today is whatever you feel you look nice in you feel you can wear. And certainly way back in the thirties and forties you had us do what the style required, what fashion said you wore. You did not dare to be the ~~extremest~~most. You're ostrasized.

Dodson: We can almost date a picture from the type of costume being worn by the people in the picture. Not quite, but we come fairly close to it.

Bergstrom: I believe it.

Dodson: What sort of fads existed when you were in school would you say?

Bergstrom: Oh, the goldfish swallowing, then crazy songs, any crazy little novelty. Off hand I can not remember anything other than those.

Dodson: I don't think we have any one at the present time, Paula, to compare with goldfish swallowing or how many people you can get in a telephone booth or a few things like that.

Bergstrom: ... some record for how many you can get in a Volkswagen.

Boyer: Yes, everything has to be...[?]

Dodson: I think, maybe that is a little change, because we used to go through one fad after another, like swallowing the goldfish, and how many would get in one telephone booth, and that sort of thing.

Boyer: But it is true that now like everybody drives certain cars or like you said clothes to an extent. You know, like you gonna, ...even if you, even now with the diversity in clothes like either the girls dress for the style they wanted ...

Bergstrom: Right!

Boyer: ... show theirself to be, and there may be quite a few to choose from when they decide to be this type of person this type of clothes or this type of dress.[?]

Bergstrom: But we don't... don't think we had the fadism.

Boyer: Now, everybody... Anything that would be a fad seems to be helping now, like it might be a fad to be very ...[?] with the environment. I don't really think that's a fad, but I mean it's the...

Dodson: Now, that would be a very constructive sort of thing.

Bergstrom: And I don't think we were cause...[?]

It was certain strictly entertainment value.

Dodson: That would be a difference than you feel that in your high school career people were more interested in entertainment rather than in politics and environment and that sort of thing.

Bergstrom: Oh, definitely. We were not nearly as aware of the world.

Boyer: That's what you were saying before, that people are more, that children are more...[?]

Dodson: In that sense then the present student would be more serious you think in your day?

Bergstrom: Serious is an interesting word.

Dodson: Shall we say more aware of the world then? Would that be...

Bergstrom: More aware of the world, certainly not necessarily more conscientious in whatever his interests are. Maybe they are a little flightier, because there are more things, and we pick a little bit here and a little bit there and we don't really delve in depth as much as maybe we did. But maybe that's alright to get a sampling now.. There's a long time. He's got a lot of life ahead.[?]

Dodson: What do you regard as the most important event that has happened in the history of the Valley since you have been conscious of Valley history?

Bergstrom: Of course, historically speaking, I'm sure the most important thing ever happened to the Valley is water. I don't think we'd ever have...who we'd have here if we did not have the water?

Dodson: In fact I guess that was the main thing that caused the annexation to the city of Los Angeles. ...[?] on the water.

Bergstrom: I was not aware of that.

Dodson: Yes! Los Angeles I think controlled the water and has brought the water coming in from the Owens Valley, and of course of the Valley had not gotten in on that it's population growth would have been stymied considerably. So I think this was a very important factor. And that brings up another question then. We read a bout this

movement of secession from the city. How do you stand on that?

Bergstrom: Gee, wouldn't that be nice! But I don't think we'll ever see it. Mixed feelings. We used to be called the bedroom of Los Angeles, but now we have industry, we have business. Everything is too big. There are too many, there are too to the extremes. Our city government is difficult, because of our huge area. The same problem with our school system, the huge area. And decentralisation has not been the answer. I have mixed feelings.

Dodson: I know some Valley residents feel that the amount of taxes they pay is too much in proportion to what they feel they are getting back in the way of city services. Do you feel that way?

Bergstrom: I think we do pretty well with their city services. I'm happy with what we get, and I'm certainly one that has too much to pay in the way of taxes, but I think that I...I get dollar receive, I receive value from it.

Dodson: So, you really don't feel that there is much...

End of tape I

Dodson: Is there anything in the history of the Valley that you feel has brought you particular satisfaction since you've lived here, that you remember is especially good from your point of view?

Bergstrom: I think probably one of the things that I enjoy most in the Valley now you call history was the bringing of the freeway, the accessibility to all parts of the city. When I was a youngster it took an hour just to go down to Los Angeles. I mean, I know you can spend that much time on the freeway in busy time today, but you don't have to go in the heavy peak traffic. In fact that you can get to wherever you wanna go to.

Dodson: You think the Valley is pretty well served by freeways then at the present time?

Bergstrom: I think the West Valley is a problem.

Dodson: I know we have one that is incomplete today I read about in the paper, the Simi Valley, that people are anxious to have completed, and of course the Foothill Freeway is also incomplete in the Valley. One thing that we read about a great deal is the diamond lane idea and the unused lane on the San Diego Freeway. How do you feel about that?

Bergstrom: Not being a freeway driver every day, thank Heavens, I think... I think the diamond lane was a good idea. It certainly did encourage people to get together. We have an energy crisis. We have a gasoline shortage. We have certainly gasoline has gotten expensive and it's gonna get more so. If we can encourage people who are going to the same place to get together. So many of our people live here and go there. They work at opposite extremes from where they live - by choice - or maybe the business moved after they had established a home and did not

want to leave the community. The freeways are certainly crowded at peak times, and I'm sure it's exasperating daily to fight the crowd, and I think the diamond lane was certainly an experiment to try to reduce some of that.

Dodson: Would you like to see a system of rapid transit built?

Bergstrom: Yes, I certainly would like to see a system of rapid transit.

Dodson: Do you think we could get our people to use it after it were built?

Bergstrom: That's a good question, because we are independent so and so.

Dodson: And there's... They are so accustomed to convenience of their own cars. I wonder if they would change.

Bergstrom: Very good point, because I think this would be a problem that would be educating the populace all over again to use mass transportation, and it would depend upon where and what kind of minibus structure led from this spot to another. And it certainly would be a tremendous financial undertaking, but we've played with it for years. In the thirties Monorail had a ... late thirties... an office on Ventura Boulevard, and they were gonna put in a Monorail. And that office stayed there for three or four years, 'cause it was before we moved here which was 1941. Because they were talking about putting Monorail over the river and we were concerned that there might be a Monorail close behind the house.

Boyer: Sounds terrible!

Bergstrom: So we've done a lot of talk and spent a lot of money on planning.

Dodson: Yes!

Boyer: And this is further down the road. They keep saying it

will take eight years to buil so why go for it now?

All that have voted for in the thierties ... [?]

Bergstrom: They'r not done and they are paied for.

Boyer: Yeah! Right!

Bergstrom: But now it's astronimical in the expense.

Dodson: Oh, yes!

Boyer: ... [?]

Bergstrom: Of course !

Boyer: ...[?]

Bergstrom: It can't be done.

Boyer: I think that's what they try do do with the diamond lanes. And because the people, since they did not do it on their own, since they were so selfish, that they could not see they had to do it on their own, they tried to force them. They did not like it. ... [?]
I enjoyed the diamond lane. I don't know.

Bergstrom: Good!

Boyer: I really thought that was fun.

Dodson: Do you happen to know of any pioneers or descendents of pioneers here in the Valley that you think we should interview ?

Bergstrom: Oh yes! I have a couple of friends that I certainly think you should interview. I don't know if you've come across the La Maida family.

Dodson: No.

Bergstrom: Unfortunately, Im just died. He was a pioneer here in the family. There is a La Maida House. But anyway Conny - I have her phone number for you. - Conny La Maida. Her mother will be back down. They moved a number of years, about five years ago to... I can't remember . But anyway, her mother's gonna be back down here, and they were early residents and they have a lot of relatives.

Boyer: Can you spell their last name ?

Bergstrom: Capital L a, capital M a i d a and Conny's number is

786-5418, and she could tell you about some old Italian residents that are still living here.

Boyer: That would be good! [?]

Dodson: Fine!

Bergstrom: And then I have another family. The Dell'Acqua Family.

Boyer: How do you spell that?

Bergstrom: Capital K, e, l, l apostrophy, capital A, c, qu, a. And their phone number is 766-5724. It's Tony. His Family, his father was one of the original vice presidents of Bank of America.

Dodson: Oh, that would be very interesting.

Bergstrom: Long deceased. Tony was probably just a couple, four or five years old when his father died, but they held land here which were not old homesteads, that kind of land, but they had purchased land and farmed in the Valley and they owned the property of Whitsett and Moorpark, the whole area there. And they had a farm house there. We were kids. We used to ride horseback through and steal the peaches off the trees.

Dodson: I wonder if we should tell them that or not.

Bergstrom: Oh no! They were personal friends of mine. Personal friends of mine. I went to school with the wife, with Marilyn, from the fourth grade. They've been neighbors all these years. So you know, I haven't talked to them. I had talked to Conny La Maida and I asked her if she could give you... I thought of her mother first and I said, "When is your mother coming back down? Yuba City?" His father died just after Christmas. The mother is going to come back down here when being near the daughter. And she said, she's coming down soon and that she knew of some people that were living in the Valley. They are relatives. I think those would be two good sources.

Dodson: Well, fine. We'll be glad to get in touch with them. Do you have any more in mind that you give us?

Bergstrom: As far as landowners...no. Some old residents that... I don't know how difficult it would be to contact... I'm thinking of a man who lived in our neighborhood who was, I know, out here since '28 or whether he was here before that. But he worked in the building industry in the sheet metal work. And he is in Hacienda Heights with his daughters ... good friends. But I don't know whether they got that involved. It's a little longer way [?] and not that close. Ah... I would also suggest... you mentioned the religious aspects, Richard Campbell, who's brother was one of the first rectors of St. David's Episcopal Church in the Valley and that's from way back in the thirties someplace ...[?] Richard Campbell has also been active in scouting so he probably could give you some information about recreational activities. I think they were valleyites. At least I know they'd been here for a number of years now. And I have his phone number. The brother is deceased. They were instrumental in starting ...[?] It's Alex Campell, ah... Richard Campell's phone number 763 9338. That's off hand all I can think of.

Dodson: Do you think of any historic sites of buildings here in the Valley that we perhaps don't know about, we should visit.

Bergstrom: No, sorry. I don't have any information.

Dodson: Would you have anything that we haven't asked about at all that you think the future ought to know about?

Bergstrom: I can't think of anything we haven't already covered.

Dodson: Paula, can you think of anything?

Boyer: No, I think it was a very good interview.

Bergstrom: Thank you!

Dodson: I think so too!

Boyer: And all the information especially about the schools

some of your ideas about the different problems in the Valley.

Bergstrom: I would say one more thing,...

Boyer: Yeah?

Bergstrom: ...what I miss most in the Valley are the open spaces.

Dodson: Well, I'm afraid those are gone forever!

Bergstrom: Long gone! And I wouldn't probably wish them back, but I miss them.

Boyer: I know that.

Dodson: Some of the people we interview sort of wish them back I think. They really miss the Valley as they remember it in 1920 say, or occasionally a few years before that.

Bergstrom: My mother came out here in 1918, '19. Not to live, they lived in Hollywood, over Cahuenga Pass, a dirt road, in a buckboard, on a promotional deal to sell land in Van Nuys. And she came with the butcherboy.

Dodson: At that time I imagine it looked like a rural area so far away from the center of the city that the land would not sell.

Bergstrom: Can you imagine anybody wanting to look at that stuff anyway?

Boyer: Yeah!

Bergstrom: Dry, hot...

Boyer: Well, I guess that's what 's happening what we were just talking about in Simi Valley and Thousand Oaks. People move on in. So obviously in Canyon Country.

Bergstrom: There's no place they are not going. And where can you go to get the property and a house today? What are the young couples gonna do? - out there ?

Boyer: Yeah! There's no place to go.

Bergstrom: It's unreal.

Dodson: Well, we certainly appreciate all you have done for us and all you have told us tonight.

Bergstrom: It has been fun!

Dodson: Well, it has been fun from our point of view.

Boyer: Yeah, we really enjoyed it.

Dodson: We hope it's fun from the point of view of the person helping us out. So I think that covers all the questions that we have in mind then. So thank you again very much.

Boyer: You have been listening to an interview of Mrs. Janice Bergstrom, a former student of Los Angeles Valley College and now a teacher at a Van Nuys high school. The interview was conducted by Dr. James L. Dodson, curator of the Los Angeles Valley Historical Museum, and Paula Boyer, field deputy, on January 26 1977.